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THE DESIGN AND IMPLEMENTATION OF INFORMATION SYSTEMS FOR PUPIL PERSONNEL SERVICES. FINAL REPORT.

American Personnel and Guidance Association, Washington, D.C.

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Student personnel workers and services have increased without parallel increase in research in this area. To update and augment existing research skills, including knowledge of computers and computer language, to work toward a more adequate interdisciplinary conceptual base, and to encourage the establishment of information centers in the participants' own locales, an intensive, workshop on information systems was sponsored the week of March 13-17 in Dallas, Texas, prior to the National Convention of the American Personnel and Guidance Association. Some 54 participants representing a diversity of student personnel positions attended in teams of two to four members. Team attendance was used to increase the likelihood that the workshop participants would organize their own information systems and undertake needed research. Among the means used to reach the instructional goals were: large and small group information sessions, opportunities to hear and confer with consultants, a counselor's information game, and orientation on methods used by the Educational Research Information Centers (ERIC). Follow-up studies will attempt to evaluate the workshop approach in stimulating the establishment of information systems in local areas. (TU)

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FINAL REPORT
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**THE DESIGN AND IMPLEMENTATION OF
INFORMATION SYSTEMS FOR PUPIL PERSONNEL SERVICES**

July 1967

**U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE**

**Office of Education
Bureau of Research**

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**THE DESIGN AND IMPLEMENTATION OF
INFORMATION SYSTEMS FOR PUPIL PERSONNEL SERVICES**

**Project No. 7-0227
Grant No. OEG-2-7-070227-1641**

**Garry R. Walz
Project Director**

July 1967

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

American Personnel and Guidance Association

**1605 New Hampshire N.W.
Washington, D.C.**

Introduction

This training program was designed as a workshop which took place March 13th through the 17th, 1967 in Dallas, Texas just prior to the national convention of the American Personnel and Guidance Association. Because five of the trainees were sponsored by projects on which they are working, the workshop numbered fifty-four rather than the fifty originally planned. A diversity of pupil personnel positions was represented including local and state guidance directors and coordinators, counselor educators, counselors, school psychologists, psychometrists, data processing specialists, and a school nurse. Trainees were encouraged to attend in teams of two to four members to better implement the Workshop objectives.

The overall goal of the Workshop was to provide an interdisciplinary approach to establishing an information system in the participants own locale. The need for such information-systems has become apparent as the number of pupil personnel workers and services has increased without a parallel increase in research competency and output. Because of this, programs of pupil personnel services have grown in a rather haphazard fashion rather than from an experimental conceptual base.

Major obstacles to the development of a viable local research effort in programs of personnel services appear to be three in number. First, there is an inadequate interdisciplinary conceptual base. Pupil personnel workers are prepared as specialists (counselors, school psychologists, social workers, etc.) and hence tend to conceptualize their work in the narrow terms provided by the particular preparation program where they received their training. When they come to work together as members of a broad program of pupil personnel services, they experience an inability to locate terms or to conceptualize their work in ways that are inclusive of the interaction between the different personnel specialists and the impact this interaction has upon pupils. Hence, what research is undertaken focuses upon the intervention of a single specialist rather than on the team of specialists who are working with the same pupils.

Secondly, both the procedures and the information sources used in the search phase of research are limited. Documents and ideas are sought from nearby acquaintances. Few personnel workers have developed either the attitudes or skills which would enable them to develop a coordinate indexing system to search and retrieve from a broad information bank that data which would be appropriate to their inquiries. As the research capability of the personnel worker is frequently restricted to limited personal contacts, there is a common information gap in program operation. Significant research findings are unknown and hence, inappropriate decisions and plans are made.

Thirdly, the preparation of the majority of personnel workers has not included training in data processing and computer programming. For this reason, the capabilities of such a system for aiding in both search and research in personnel services would seem to be seldom realized. This is in spite of the fact that the hardware and the opportunity to use it exists for a very large number of programs.

It was the view of the staff conducting the workshop that we have a situation where many personnel workers, trained as researchers, are unable to do effective research. This indicates a great waste of their training and a loss to the school in which they are employed. It was believed that improvements in this situation could best be effected by a short term, intensive workshop in which the participants had the opportunity to augment their present research skills with assistance in the three areas previously described. The needs of the employed personnel workers are such that neither the usual formal courses offered by educational institutions or the in-service experiences developed by local educational units are sufficient.

What was needed was an agent that could bring together researchers of imagination and experience who were committed to working with local personnel teams which were motivated to undertake research in their schools.

It was felt that the workshop sponsored by the American Personnel and Guidance Association, and carried out by the Association for Counselor Education and Supervision was the ideal agent to perform this function. The prestige and position of the Association would enable them to attract researchers eminently suited to the task. In addition, the services of the ERIC Clearinghouse for Guidance and Counseling, the Interdisciplinary Research Council on Pupil Personnel Services, and the Interdisciplinary Fellowship Program in Guidance and Counseling, working in conjunction with the Association, enhanced the resources and staff available to the program. As an Association-sponsored activity it would receive national publicity and attention which would attract a large group of qualified applicants. Furthermore, the Association would be in a position to communicate and disseminate the results of the workshop in a way that would facilitate the infusion of the concepts undergirding the workshop to persons and programs not directly involved in the workshop itself.

There were four basic objectives for the workshop: 1) To develop an interdisciplinary conceptual base for pupil personnel work which bridge the different specialities; 2) To prepare the workshop members to undertake searches for relevant information using a variety of indexing and retrieval tools; 3) To prepare the members in the use of data processing procedures and new computer programming techniques applicable to the development of a comprehensive local information system; and 4) To acquaint the members (and through

them, a much wider audience) of the uses to which the ERIC Information Counseling and Personnel Services can be put for research activities in personnel service.

Before any meaningful research or research-related activity can be undertaken it is necessary that individuals be able to use concepts which are appropriate to the area under investigation. The formal specialist preparation provided by most institutions does not typically provide development of this kind of conceptual base. Therefore, a specific goal of the workshop was to assist the members to develop a conceptual base which would facilitate interdisciplinary communication and research. Members were aided in developing "bridge concepts" which link together common but differently labelled concepts from several areas. In particular, they were to be trained in the use of an education thesaurus as a means of providing a common language for developing educational concepts.

A critical phase in any research endeavor is the search which the researcher undertakes in his initial research activity. Implicit in the search is the need to identify what is relevant information, and, as a consequence of interaction with the information, to build a defined and more precise purpose for the search. It was intended that the workshop provided skill training in conducting searches and in the using of tools (indexes, abstracts, thesauri) useful in searching. A particular outcome envisaged was that the member be able to conduct effective searches and that the search processes contribute to a more precise definition of the purpose of his search.

To a large extent, one of the major goals of the workshop was that the member be able to design and implement an information system in his local school which would facilitate searches by the member and his colleagues. To maximize the efficacy of the searches it was regarded as desirable that the searcher be able to utilize such tools as data processing and computers. Many recent developments in this area, such as computer search programs, offer the promise of a more effective information system. In addition, other equally important aspects of the system, such as the method by which information is collected how it is stored, what procedures are used to retrieve it and the flow of the system in operation require the specific preparation of the individual.

The development of an ERIC Information Center for Counseling and Personnel Services makes it possible for the first time to undertake searches of a comprehensive national source. To fully capitalize on the potentialities of the information center, however, requires familiarization with its operation and instruction in the use of tools developed for center use. It also is significant to see the relationship between this system and other information systems. It was a specific goal of the workshop that members become familiar with center procedures and become skillful in the use of tools provided

by the center. It was expected, as a result of the workshop, that members serve as publicists of the center when they return to their own regions. This was to save the dual goal of developing a sophisticated national user population and disseminating the uses of the center through highly effective interpersonal contacts between workshop members and persons with whom they have contacts.

Two less direct, but nonetheless important, goals were planned for. The first is that we need extended opportunities to study user behavior as they utilize the services provided by the center. The workshop provides a micro-world where user response to a variety of tools and formats could be studied. This can lead to improved user service which will benefit all users of the center.

A second goal relates to the development of a private "education intelligence system" for use in a particular locale. Perhaps it would be useful to view the objective as that of encouraging a group of people in a particular place not only to use someone else's system to answer specific questions, but to use existing systems to help build a local, personal, even deosyncratic system. This is a step which may be much more necessary than the designers of large, multi-purpose systems may realize. At any rate, it seems clearly desirable to increase users' emotional identification with systems which are all too often viewed as belonging to someone else and shaped to fit the needs of some other "in-group." The development of a personal sub-system search building upon the external system has a parallel with the process that an individual must use in his own personal decision making as he attempts to bring relevant information to his problem. The very process of identifying relevant information and especially refining the purpose of the search can be translated into a series of steps which can serve as a model for clients who are grappling with personal problems. Thus in a real sense a major outcome for personnel workers of this workshop was to be an increased capacity to assist clients seeking help in resolving problems to acquire skill in identifying information relevant to their problem and to use the search for relevant information as a means to more precisely define their problem and the purpose of their search.

Description of the Program

The workshop was conducted much as originally planned. After an orientation to provide the participants with information concerning what they could expect in the week ahead, four major interest groups were formed to provide an opportunity for concentration in a particular area of information systems. These four groups were 1) Outcomes of Information Systems; 2) Goals and Objectives; 3) Types of Data Masses Within a School; and 4) Systems Users. These groups were given specific times during the week to meet, discuss, and utilize the workshop consultants to aid in their understanding and planning. On the last day of the workshop

each group reported the results of its study.

Various consultants were utilized throughout the week and were available not only for large group instruction but also for consultation with the special interest groups as well as with the local teams who had particular areas of interest and concern.

Dr. Barton Burkhalter, Lecturer and Instructor in Library Science, discussed the design of information systems and the use of computer hardware in these systems.

Dr. James Dunn, Director of IRCOPPS and Assistant Professor of Education and Psychology at the University of Michigan, gave instruction on the interdisciplinary approach to the planning of information systems.

Dr. Walter Foley from the Iowa Educational Information Center utilized a slide sound presentation in explaining their very extensive service. This comprehensive system includes practically all phases of school record keeping; student registration, and special student identification.

Dr. Fred Goodman, Associate Professor of Education, University of Michigan, designed especially for the workshop a counselor information game that involved needs, strategies, and communication between counselors and counselees. He also instructed in information system design.

Dr. M. Clemens Johnson, Professor of Education and Research Associate at the Computer Center, University of Michigan, dealt with the use of the computer in information systems and instructed on advanced computer technology.

The Midwestern States Educational Information Project team shared their experiences and goals with the workshop participants and used overhead transparencies to illustrate. The increasing need for readily available educational information by educators and administrators resulted in the creation of this thirteen state project.

Dr. Garry Walz, Associate Professor of Education, University of Michigan, Director of the ERIC Counseling and Personnel Services Information Center, discussed information systems and personnel services and the interface between the ERIC Counseling and Personnel Services Information Center and local information systems.

Among the topics included in the large group sessions were: Basic Computer Language and Programming; Overview of Computer Application; Ethics and Confidentiality in Computer Record Keeping Information Systems Design; Interdisciplinary Approach to Information Systems; Use of the ERIC System; and Counselor Information Game.

Evaluation of the Program

a. Objectives

1. On the whole the objectives were appropriate. The interdisciplinary conceptual base for pupil personnel work met with enthusiasm and could have been given greater focus and weight.

2. More time could have been allotted to the establishment of information systems in the trainees locality. Acquainting the participants with the ERIC system seemed to merge these two objectives and could have received even more emphasis than it did.

3. The instruction on computer programming stimulated interest and should be retained in a similar workshop. In practice, the wide range of sophistication represented by the workshop participants added to the resources available within the workshop.

b. Content Focus

Flexibility in content focus was desirable and allowed the group to focus on topics of special interests to the members. Some of the special interest groups, however, found it difficult to find a focus. A staff member working with them during the first meeting or two could have facilitated this process. Because of the enthusiasm regarding information systems, it seems that more time could have been devoted to instruction in the use of retrieval tools, e.g., working with the thesaurus and the framing of questions. Perhaps an actual body of documents with which the participants could have worked would have proven valuable and interesting.

c. Staff

The staff was augmented by two ERIC staff members who participated in the workshop. It would have been difficult to offer the workshop without them. Additional group leaders would have helped. The use of consultants for at least two days each was a desirable practice and should be repeated.

d. Trainees

The diversity of pupil personnel positions represented was a good feature as was the wide geographical area represented. More than the 54 participants would have been a disadvantage. The diversity among the participants was beneficial to them since it offered the opportunity to exchange ideas and gain an understanding of the thinking and problems in all areas of student personnel work. The interdisciplinary concept was thereby embodied in the workshop itself.

e. Organization

The timing was good inasmuch as the workshop was scheduled from March 13th through March 17th, the week before the American Personnel and Guidance Association National Convention in Dallas,

Texas. A substantial number of the participants were able to stay over for the convention.

An intensive short term workshop was well adapted to augmenting the research skill and interest of the trainees. It would have been difficult to maintain the same level of enthusiasm and motivation for a larger period of time.

The day's activities started at nine and lasted until between 4:30 and 5:00. In addition there were three evening sessions. This was a mix of activities which allowed time for thinking as well as doing.

Housing was in a suburban hotel which left something to be desired. The room used for the large group sessions was ample in size but not well adapted for this purpose; large pillars obscured the view of the speaker and chalkboard from some of the participants. This was an older hotel being remodeled from the top down and some of the rooms below the ninth floor were not in too good repair.

f. Budget

Funding for the workshop seemed adequate. In two areas, however, additional support would have been desirable. First, travel funds for an on-site visitation to where the workshop was to be held would be very desirable. Second, it would benefit the program to have support available for people to work on developing resources prior to the workshop.

Major Strengths or Unique Features. The high quality of the workshop staff was surely one of the major strengths of the workshop. The participants commented on the ability of the staff to communicate on a level appropriate to the different levels of expertise represented in the workshop. The use of several instructional innovations such as gaming and special audio-visual devices added to both the realism and the interest of the trainees in the program. The team concept was also a desirable approach as it was quite apparent that it aided the trainees to plan for "back home" applications of the workshop experiences.

Perhaps not particularly unique, but nevertheless a beneficial feature of the workshop was the built-in interdisciplinary approach because of the diversity of student personnel positions represented by the participants.

Major Weaknesses or Difficulties. One of the greatest problems seemed to be the lack of adequate facilities, i.e., the large group room was not conducive to all participants being able to see the speaker. Inasmuch as the chalkboard was extensively used for illustrative purposes this proved to be irritating.

As previously mentioned the group work could have been improved had additional group leaders been available. In budgeting insufficient

recognition was given to the need for telephone calls and telegrams to firm-up details of the workshop. In the future it might prove beneficial to provide support for the development of instructional resources prior to the workshop. It was indirectly done in this workshop and was of great benefit to the program.

Overall Evaluation. On the last day of the workshop the participants were given an anonymous evaluation form to complete, see Appendix number I in this report. The majority of the participants gave the workshop a high ranking. Many of them admitted that they came with the idea that they would receive very definite answers to their particular problems, but learned instead that information systems can be designed to fit needs of individual schools and/or localities. They indicated that they were leaving with a new process of thinking regarding information systems including a careful consideration of the people and departments that would be utilizing the system, all the types of data that they wished to store, and a look into the future of their problems before investing in hardware. To obtain maximum usage of a system the consultants had urged involvement of as many of the potential users as possible in the planning stages; most of the trainees mentioned that they would not have given proper importance to the human element in devising an information system.

One possibility that was not used to the maximum was the potential of each individual team or participant to be a contributor to the overall value of the workshop. Trainees did not have sufficient opportunity for an exchange of information about themselves to allow others to realize that their experiences would be a valuable source of helpful information.

The tone of the workshop was such that it encouraged branching out and the taking of initiative by individual teams. The resources developed for the workshop such as the informational game proved extremely useful to the teams. A greater availability of resources through collaborative arrangements with local colleges, state departments, schools, etc. would have been desirable.

The USOE administration of the program was superior. The proposal was promptly reviewed and approved. The negotiation on funds was understanding and to the point, assistance was always available when needed. It perhaps would be helpful if the results of other Directors in conducting workshops were regularly provided to prospective workshop directors.

Program Reports

1. Publicity

First announcement of the workshop was through the December issue of the APGA newsletter, The Guidepost. The Guidepost is sent to over 25,000 members of the American Personnel and Guidance

Association. A brochure, which provided more details than the Guidepost and also indicated application procedures, was mailed early in February to over 3000 people and included counselor educators, state supervisors, large school guidance directors, and all ACES members.

Announcement was also made in the January issue of The School Counselor, the journal of the American School Counselors Association which reaches about 8500 personnel workers.

2. Application Summary

- | | |
|--|---|
| a. Approximate number of inquiries from prospective trainees. | 17 requests to observe, request for reports, etc. |
| b. Number of completed applications received. | 46 team applications involving 114 persons |
| c. Number of first rank applications (applicants who are well-qualified) whether or not they were offered admission. | 28 team applications involving 72 persons |
| d. How many applicants were offered admission | 21 teams involving 54 persons |

3. Trainee Summary

- | | |
|--|--|
| a. Number of trainees initially accepted in the program. | 21 teams involving 54 persons |
| Number of trainees enrolled at the beginning of program. | 54 persons |
| Number of trainees who completed program. | 54 persons |
| b. Categorization of trainees | |
| 1) Number of trainees who principally are elementary or secondary public school teachers. | 18
1 Director of Management Information Serv.
5 counselors
6 Student Personnel Workers
5 Data Processing Specialist
1 Dept. Asst., Div. of Special Services |
| 2) Number of trainees who are principally local public school administrators or supervisors. | 13 |

- 3) Number of trainees from colleges or universities, junior colleges, research bureaus, etc.

7 Junior Colleges

2 counselors
1 Data Processing Spec.
2 Registrars
2 Guidance Directors

9 Universities

1 counselor
6 counselor educators
2 Prof. of Education

7 "Specialists"

3 from Midwestern State
Education Inform. Proj.
1 VA Counseling Psych.
& Dir. of Res. Develop.
Foundation
1 Librarian for Informa-
tion Retrieval
1 Supervisor from Poland
Springs Job Corp
1 Manager of Vocational
Guid. and Placement from
Poland Springs Job Corp

4. Program Director's Attendance

- a. What was the number of instructional days for the program?
b. What was the percent of days the director was present?

5

100%

5. Financial Summary

	Budgeted	Expended
a. Trainee Support	\$3,750.00	\$3,675.00
1) Stipends		
2) Dependency Allowance		
3) Travel		
b. Direct Costs		
1) Personnel	2,544.00	2,744.00
2) Supplies	350.00	203.00
3) Equipment	00	00
4) Travel	525.00	700.00
5) Other		
Per diem	400.00	256.00
Communications		256.00
Brochure	275.00	222.00
c. Indirect Costs	392.00	392.00

Total \$8,236.00 \$8,348.00

APPENDIX I

EVALUATION OF WORKSHOP

1. Have you attended a workshop previously?
2. If so, how would you rank the workshop in comparison to other workshops you have attended?
Extremely High
High
Average
Below Average
Extremely Low
3. Have you attended other workshops on information systems? If so, how does this one compare?
Extremely High
High
Average
Below Average
Extremely Low
4. In what quite specific ways do you see the workshop having an impact or influence on your future work on information systems?
5. What expectations did you have when you came to the workshop?
6. How adequately did the workshop meet your expectations? Were there unanticipated benefits?
7. What changes have taken place in your thinking regarding information systems since you arrived?

8. If we were to offer other workshops, what activities did you feel were very worthwhile and should be included in future plans and which would you delete?

Information game

Use of consultants

Dr. Johnson

Dr. Dunn

Dr. Burkhalter

Dr. Goodman

Special interest groups--more direction by consultants

ERIC presentation

Midwestern States Educational Information Project Presentation

Dr. Foley's presentation on Iowa Educational Information System

FOR PUPIL PERSONNEL TEAMS

Because of working toward affording knowledge that will enable the members to design and construct a usable information system in their community setting, it seems advisable that people attend in teams. Interaction with one another will be an asset and team attendance will also provide support and encouragement for the growth of an attitude of inquiry and information seeking desirable in the school setting.

The two to three man teams will be composed of pupil personnel workers representing either the same or different personnel functions. Someone outside the immediate work setting such as a state supervisor or counselor educator might also be included as a team member. It is possible, but not necessary, that a non-pupil personnel worker such as a curriculum director, principal or special education teacher may also be on the team.

It is anticipated that regular contact with members will be maintained after the workshop to provide for the benefit of shared experiences and to aid in the continued growth of their programs.

APPLICATION MAY BE MADE BY

Each applying team is asked to submit a written proposal describing their present pupil personnel program, and outline the manner in which they foresee utilizing the skills learned in the workshop in their particular school. All teams should have the endorsement of their school's chief administrator. Determination of attendance at the workshop will be based on the potential for initiating and stimulating the development of information systems in each team's area. **Application deadline is February 6th. Notification of the results will occur on or about February 20th.**

A total of fifty members will be selected. Each member will be allowed a \$75.00 stipend to help defray housing and living costs. Special group housing facilities will be provided for participants. Complete information regarding this will be provided at the time of final notification. No transportation costs will be provided. In many cases, it is expected that the school systems will make provision for transportation.

To apply, please supply the following information in letter form, in triplicate, to:

Information Systems Workshop Headquarters
309 South State Street
Ann Arbor, Michigan 48104

EACH INDIVIDUAL

1. Name
2. Position
3. Work address
4. Work experience
5. Activities and responsibilities involved in present assignment.

FOR THE TEAM

Analysis of need for an information system.

What body of information could be made more accessible or available in your educational system by methods other than those currently used?

Who in your system uses this information and how is it used?

Discuss the functions which an information system could serve in your development of pupil personnel services.

What kinds of questions should an information system be able to answer?

What role would the different team members play in the development of your information system?

Describe the educational unit you represent (single school, county system, etc.).

Would the team members be willing to participate in a follow-up study on the results of the workshop?

Will your school system be willing to pay all or a share of your traveling expenses?

Signatures of proposed team members and chief administrator.

Dallas, Texas

March 13-17, 1967

WORKSHOP

ON

INFORMATION SYSTEMS

FOR

PUPIL PERSONNEL

SERVICES

Concepts

Design

Implementation

Sponsored by

American Personnel and Guidance Association
Assn. for Counselor Education and Supervision
and

ERIC Counseling and Personnel Services
Information Center

supported by a grant from

U. S. Office of Education

A PUPIL PERSONNEL INFORMATION SYSTEMS WORKSHOP

During recent years, pupil personnel workers have increased in number and the scope of their services has broadened. However, all too often each member of the team functions as a single specialist faced with the problem of making decisions for the good of the same students. The body of knowledge and information that could assist in wise decision-making has also grown and may appear an unwieldy impenetrable mass, discouraging and unusable to those who could make effective use of the component parts of this mass. An information processing system can accomplish this purpose and implement the potential contained in both the knowledge and the worker.

TO ACCOMPLISH THESE OBJECTIVES

Pupil personnel workers are acutely aware of the types of information which could facilitate a variety of pupil personnel activities. The following seem representative of these needs:

Rapid access to vocational and educational information appropriate to individual students.

Utilization of follow-up information to help the present student body make educational decisions.

Locate information on ways in which other schools have planned and implemented pupil personnel activities.

Develop an understanding of the ways in which new information processing skills are similar to those used by individuals in the decision-making process.

These suggestions of possible pupil personnel information systems may stimulate thinking about specific information systems which would support the pupil personnel activities of a particular school.

The basic goal of the workshop is to help a team of pupil personnel workers formulate plans for an information system which would be designed to meet the needs of their particular work setting.

USING THESE RESOURCES

Methods of implementation will include an information game, audio-visual materials, lab practice in various areas, the use of ERIC materials, demonstrations, presentations, discussions, and opportunity to consult with specialists in pupil personnel work and research, computer applications, and information system design and use.

Major Workshop staff will be:

Thelma Urbick—ERIC Workshop Coordinator, Research Assistant, University of Michigan.

Garry Walz—Director, ERIC, Associate Professor of Education, University of Michigan.

Juliet Rich—Principal Investigator, ERIC, Research Associate, University of Michigan.

Frederick Goodman—Associate Professor of Education, University of Michigan.

M. Clemens Johnson—Professor of Education, University of Michigan.

James Dunn—Director of IRCOPPS, Assistant Professor of Education and Psychology, University of Michigan.

Wade Robinson—Executive Director, Central Midwestern Regional Educational Laboratory, Inc., St. Louis, Missouri.

Additional consultants and resource people will be used throughout the Workshop.

TENTATIVE

PROGRAM

SCHEDULE

Monday

Interdisciplinary Concepts
Walz

Tuesday

Introduction to Information System Design—Robinson, Goodman

Wednesday

Information Game

Thursday

Training in Design and Use of ERIC System—Rich, Urbick

Friday

Design of Individual Team Systems

MORNING

Workshop on Concepts

Laboratory on Development of Information Tools

AFTERNOON

Team Conferences with Staff

Interest Sessions on Information System Design

EVENING

Discussion of Game Strategies

Team Conferences with Staff

SPECIAL ANNOUNCEMENT
APGA-ACES PRE-CONVENTION WORKSHOP
This announcement is IMPORTANT to you if you are
interested in . . .

- Developing an interdisciplinary approach to pupil personnel work.
- Acquiring a knowledge of indexing and information processing that will assist in educational decision making.
- Learning about data processing and computer pro-

gramming techniques that can be used in the development of an information system for your school system.

- Knowing about the ERIC Center for Guidance and Counseling and how it and other information systems can assist information searches in pupil personnel services.

ANNOUNCING:
APGA-ACES Pre-Convention Workshop:
Design and Implementation of Information Systems
March 13-17, 1967 Dallas, Texas

What is the purpose?

To assist pupil personnel workers to develop search and information retrieval competencies for implementation within their local school settings.

Who will participate?

Teams of pupil personnel workers selected on the basis of proposals developed by them and endorsed by their chief school administrator. The proposals should describe the existing pupil personnel program and the manner in which an information retrieval system would be used in the local school setting. A total of 50 individuals will be selected for the workshop.

Who comprises a team?

Any combination of the following:
State Guidance Supervisors
Directors of Guidance Services
Counselors
Counselor Educators
Other Pupil Personnel Specialists

What will it cost?

- Each participant will be allowed \$75 to help defray accommodation and meal costs.
- Participants will be expected to provide for their own transportation. It is hoped that school administrators will help participants meet transportation costs since

the school systems stand to benefit from participation by their staff members.

How to apply.

- Interested persons should request application forms from:

Garry R. Walz
ERIC Project Director
~~309 South State Street~~
Ann Arbor, Michigan

611 Church St.

- Application must be submitted by February 6, 1967.
- Announcements will be made February 20, 1967.

Follow-up and evaluation:

It is expected that regular contact will be maintained with participants after the workshop to share experiences and assist in the development of their programs.

Workshop staff

Garry Walz — Director
Thelma Urbick — Assistant Director
Fred Goodman — Consultant, Office of Education
Wade Robinson — Regional Laboratories
C. Clemens Johnson — Office of Research Services
University of Michigan
James Dunn — Interdisciplinary Research Commission
on Pupil Personnel Services (IRCOPPS)

A new address this fall?

Please return this panel to APGA headquarters, including your mailing label and your new address. It will take five weeks for the change to become effective.

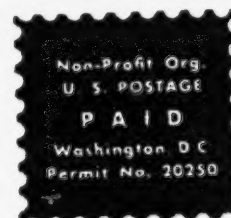
Name

NEW Address

City State ZIP

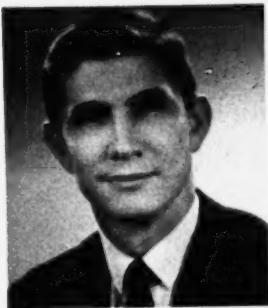
the guidepost

the american personnel and guidance association, inc.
1605 new hampshire avenue, n.w., washington, d. c. 20009



Mail to: Journal Address Change
1605 New Hampshire Ave., N.W.
Washington, D.C. 20009

Eldon E. Ruff,
IPGA President



The Executive Council meets in May, September, and January. The annual conference is a two-day meeting in February. The conference this past February centered around the theme "Modern Measurement Made Meaningful." Twenty-three special interest sections plus three keynote speeches were devoted to the theme. The 1967 conference theme will be "Preparing Youth for Tomorrow." Keynote speakers will be Kenneth B. Hoyt, APGA President; Seymour Wolfbein, U.S. Department of Labor; Willis E. Dugan, APGA Executive Director; and Henry Isaksen, ASCA President.

This fall saw the beginning of a new professional publication, *The Indiana Personnel and Guidance Journal*. The journal will be devoted to furthering the guidance movement in Indiana as well as throughout the nation and will make a special effort to get the practicing counselor to publish his ideas and research. IPGA also publishes *The Hoosier Guidelines*, a quarterly newsletter.

TENNESSEE

The Tennessee Personnel and Guidance Association, with 430 members in 1965-66, has five state chapters. Three of these — Lookout, Watauga, and West Tennessee — received their



The joint TPGA and TEA Legislative Committee are (left to right): Sherwell Tolleson, Bert Gronseth, Martha Polk, David R. Davis, Virginia Hill, Dorothy Pease, Chairman Lawrence De Ridder, Elizabeth H. Stokes, Mary Warren, Dorothy McGinnis.

charters at the 1966 APGA Convention. The Middle Tennessee chapter is the original chapter of the state organization, while the East Tennessee chapter is planning to apply for its charter in 1967. Each of these chapters holds regular meetings and some publish their own newsletter.

The Counselor Educators and Supervisors group of TPGA, organized in 1965, meets quarterly. They have prepared a report defining the role of the elementary guidance consultant, which makes recommendations concerning the education and qualifications needed for this position.

Keynote speakers at the annual spring convention were Hubert W. Houghton and Paul I. Clifford. An ASCA group was organized at this meeting. The membership also adopted a resolution to seek privileged communication for counselors at the next session of the state legislature. The first annual presentation of a memorial award honoring James N. Hobbs, an outstanding and beloved Tennessee guidance educator who was killed in an automobile accident in 1965, was made to Martha Polk, a school counselor and past president of TPGA.

A joint legislative committee with representatives from TPGA and the guidance sections of the Tennessee Education Association has developed a seven-year plan for inclusion of the secondary and elementary guidance counselors and guidance supervisors in the state minimum foundation education program. The plan also suggests a decreasing pupil-counselor ratio until the desired level is obtained. The plan has been and will be presented to the appropriate groups to secure the necessary approval for its adoption.

NORTH CAROLINA

Edward Joseph Shoben, Jr., Director of ACE's Commission on Academic Affairs, and John Darley, Chairman of the Department of Psychology, University of Minnesota, will be among the featured speakers at the annual state convention of the North Carolina Personnel and Guidance Association, March 3-4, 1967, in Charlotte. Darley's address on professionalizing the work and training of counselors will highlight the session sponsored by ACES, according to the state division president, Henry

Weitz of Duke University. Thomas Elmore of Wake Forest College, President of the North Carolina College Personnel Association, reports that Shoben will address the NCCPA-sponsored session of the convention.

President-Elect William Hennis, Raleigh, became Acting President in August at the time of Ralph Hester's resignation from the presidency when he moved from St. Andrews College to an executive position with Educational Resources Cooperative Association, Austin, Tex.



William Hennis, Acting NCPGA President, looks on as NCVGA President Ruth Miller receives from Governor Moore a statement designating October 23-29 as Vocational Guidance Week in North Carolina.

Governor Dan Moore presented NCVGA President Ruth Miller of Salisbury a statement calling attention to the need for vocational guidance and designating October 23-29 as Vocational Guidance Week in North Carolina. Celebration of the week included film programs in various areas, newspaper features, and features and editorials in statewide religious publications. Some local groups of vocational guidance co-workers sponsored career conferences, open houses, and a variety of programs and projects.

The School Counselor Association in North Carolina, headed by Chester Misenheimer of Concord, has begun procedures to secure a charter from the American School Counselor Association.

The North Carolina College Personnel Association, granted division status at last year's convention by the state branch, scheduled a meeting to discuss its concerns on November 3 prior to the convening of the N.C. Association of Colleges and Universities in which members were encouraged to participate.

NEVADA

The Nevada Personnel and Guidance Association held its 11th annual